

**Arizona Department of Education
Early Child Education
Assessment and Reporting Timelines**

Any child should be enrolled in an early childhood program at least six weeks prior to an assessment being completed. It is best practice to allow the child to acclimate to the teacher, students and classroom environment/routines and then begin collecting data on the child's skills in the various areas of development.

Baseline Assessment Data Reported in SAIS by December 31, 2006:

Early Childhood Special Education (ECSE):

- Any child newly enrolled as of July 1, 2006 – December 31, 2006 who is a child with an IEP enrolled in any public or private preschool classroom or receiving itinerant services.

Early Childhood Block Grant (ECBG) (Preschool only):

- Any child newly enrolled as of July 1, 2006 – December 31, 2006 who is a typically developing child enrolled in a public school classroom where a child with an IEP is also enrolled.

Title I Even Start and State Family Literacy:

- Any child in Title I Even Start who qualifies to be assessed (see Family Literacy Policy Manual to determine who qualifies to be assessed) with the PPVT-III

Assessment Data Reported in SAIS by June 30, 2007:

Early Childhood Special Education (ECSE):

- All enrolled children regardless of initial enrollment date

Early Childhood Block Grant (ECBG) (Preschool only):

- All enrolled children regardless of initial enrollment date

Title I Even Start and State Family Literacy:

- All children enrolled in Title I Even Start or State Family Literacy, regardless of initial enrollment date, must have progress monitoring assessment data reported.
- Any child in Title I Even Start or State Family Literacy who qualifies to be assessed (see Family Literacy Policy Manual to determine who qualifies to be assessed) must have PPVT III and a PALS PreK score reported.